

PROGRAM BIMBINGAN UNTUK MENGEMBANGKAN PERILAKU  
PROSOSIAL ANAK

(Studi Kasus Pada Siswa Kelas V SD Negeri 1 Kranggan)

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Magister Pendidikan pada Universitas Pendidikan Indonesia

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(Studi Kasus Pada Siswa Kelas V SD Negeri 1 Kranggan)

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# Program Bimbingan untuk Mengembangkan Perilaku Prososial Anak (Studi Kasus Pada Siswa Kelas V SDN 1 Kranggan)

## Abstrak

Perilaku prososial penting untuk dikembangkan sejak dini karena berpengaruh terhadap tahap perkembangan selanjutnya. Agar berjalan efektif, kegiatan pengembangan terhadap perilaku tersebut membutuhkan analisis dan strategi yang terangkum dalam sebuah program. Tujuan penelitian ialah menyusun program bimbingan untuk mengembangkan perilaku prososial anak. Program tersebut berdasarkan analisis terhadap karakteristik perilaku prososial anak di lokasi penelitian, faktor-faktor yang berpengaruh yaitu guru kelas dan teman sebaya, dan kegiatan pengembangan perilaku prososial anak yang telah dilaksanakan oleh peneliti sebelumnya. Penelitian menggunakan pendekatan kualitatif desain studi kasus pada anak kelas V SDN 1 Kranggan. Instrumen penelitian berupa pedoman wawancara, pedoman observasi, dan catatan kegiatan di sekolah. Hasil penelitian menunjukkan bahwa perilaku prososial anak yaitu berbagi, membantu, dan menghibur belum konsisten serta rata-rata kualitas perilakunya berada pada kategori cukup baik. Tugas perkembangan dalam aspek sosial anak belum tercapai secara optimal. Faktor guru dan teman sebaya memengaruhi perkembangan perilaku prososial anak melalui pemberian contoh dan penguatan, khususnya pada perilaku berbagi dan membantu. Berdasarkan temuan penelitian dan studi literatur terhadap program pengembangan perilaku prososial anak sebelumnya, program bimbingan disusun dengan mempertimbangkan prinsip intervensi, pengkondisian kelas, hubungan emosional guru dengan anak, dan karakteristik guru. Program tersebut diterapkan oleh guru kelas dan terintegrasi dengan program di sekolah. Program telah dinilai dan divalidasi oleh guru-guru kelas V. Kepada pihak sekolah direkomendasikan agar menyusun kebijakan yang mendukung penerapan program bimbingan di sekolah dengan baik. Kepada guru kelas direkomendasikan agar program diterapkan secara kolaboratif dan diawali dengan kegiatan pelatihan kompetensi guru untuk menerapkan program bimbingan pengembangan perilaku prososial anak.

Kata kunci: Perilaku prososial anak, bimbingan dan konseling di sekolah dasar, program pengembangan perilaku prososial.

## Abstract

*Prosocial behavior is important to be developed from an early age because it affects the next stage of human development. To be effectively done, the efforts to develop that behavior need analyses and strategies in the form of a program. The program is based on analyses of the characteristics of children's prosocial behavior at the research location, the influencing factors namely teacher and peers, and activities for developing children's prosocial behavior that have been carried out by previous researchers. The study used a qualitative approach to a case study design in grade V SDN 1 Kranggan. The research instruments were interview guidelines, observation guidelines, and activity notes at school. The results showed that the prosocial behavior of children, namely sharing, helping, and comforting were not consistent and the average quality of their behavior was in the good enough category. Developmental tasks in the social aspects of children have not been achieved optimally. Teacher and peers factors influence the development of children's prosocial behavior through behavior modelling and reinforcement, especially in sharing and helping behavior. Based on the findings of research and literature studies on previous children's prosocial behavior development programs, the guidance program is prepared by considering the principles of intervention, classroom conditioning, the emotional relationship of teachers with children, and teacher characteristics. The program is*

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*implemented by classroom teachers and is integrated with programs in schools. The program has been assessed and validated by many grade V teachers. It is recommended that schools formulate policies that support the implementation of guidance programs in schools properly. It is recommended to teacher that the program is implemented collaboratively and begins with teacher competency training activities to implement the guidance program for the development of children's prosocial behavior.*

*Keywords: children's prosocial behavior, guidance and counseling in elementary schools, prosocial behavior development program.*

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